

SHELBY COUNTY BOARD OF COMMISSIONERS

APPLICATION FOR APPOINTMENT

Name: *Charles Wesley McKinney*

Office Address: *Rhodes College Department of History 2000 N. Parkway, Memphis, TN 38112*

Office Phone: *901-843-3525*

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Home Address: *924 N. Auburndale Street, Memphis, TN 38107*

Home Phone: *901-725-3474*

Cellular Phone: *901-270-9003*

PROFESSIONAL BACKGROUND & EXPERIENCE

1. Indicate your present employment. What is the principal business of the business?

I am the Neville Frierson Bryan Chair of Africana Studies and an Associate Professor of History at Rhodes College. The principal purpose of the business is to provide its students with a Liberal Arts Education.

2. List your prior professional or business employment since completion of high school and lasting more than twelve months with dates and names of employers.

Associate Professor of History, Neville Frierson Bryan Chair of Africana Studies, Rhodes College 2004 – Present

Scholar in Residence, National Civil Rights Museum, Memphis, TN, 2018-2019

Research Associate and Program Coordinator, African and African American Studies Program, Duke University, 2003 – 2004

Research and Program Associate, Center for Multicultural Affairs, Duke University, 2000 – 2001

Curriculum Specialist/Teacher, PROUD Program (Juvenile Diversion Program), Durham, NC 1999-2000

Exhibit E -- Rule 35(a), Commissioners' Permanent Rules of Order (last updated 03-12-2012)

Partnership Manager, AmeriCorps/North Carolina Public Allies, Durham, NC, 1996 – 1999

Director, Summer Youth Initiative, Durham Service Corps, 1995 – 1996

Graduate Student and Teaching Assistant, Department of History, Duke University, 1991 - 1995

Third Grade Teacher, Ralph J. Bunche Elementary, Compton, CA, 1989 – 1990

3. Describe any experience not stated above that you would like to bring to the attention of the Commission.

For two summers, 1988 and 1989, I worked for the Upward Bound Program at the UC-Santa Barbara. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Working in this program had a profound impact on my thinking about education: it exposed me to the realities of economic inequality, and the impact that inequality could have on a child's education. Also, for the last three summers, (2016-2018) I have been the lead scholar for a week-long teaching seminar on the Civil Rights Movement, sponsored by the Gilder Lehrman Institute of American History. Teaching this seminar allows me to work with teachers from across Shelby County to build history classroom curriculum related to the Civil Rights Movement in Memphis. This work has also provided me with a unique window into the challenges teachers face in our County.

PERSONAL INFORMATION

4. How long have you lived continuously in Shelby County? ***14 years***

5. State the county in which you are registered to vote. ***Shelby***

6. List all states in which you have lived in the past 20 years and the dates you lived in each state, including all periods in which you resided in a state more than 50% of the time for a period of at least 12 months.

North Carolina: 1990 – 2005

Tennessee: 2005 - Present

7. State your date and place of birth.

August 31, 1967 - Jefferson City, Missouri

8. List the following:

a) Drivers License No. ***112632981***

b) Election Commission Voter Registration No. ***004672845***

9. Family Status:

a) State the full name and present address of your spouse.

Natalie Jamese McKinney, 924 N. Auburndale Street, Memphis, TN 38107

b) State your spouse's occupation and place of employment.

Executive Director and Co-Founder, Whole Child Strategies, Inc., Memphis, TN

c) If you have children, state their name(s), age(s), address(es) and present occupation(s).

Vanessa Marie McKinney, 28, 19021 Orlando Road, South Fort Myers, FL 33967, Carrier Relations Clerk, R&L Global

Charles Nathaniel Arthur McKinney, 18, 924 N. Auburndale St, Memphis, TN 38107, student – White Station High School

Mathias Wood Townsend McKinney, 14, 924 N. Auburndale St, Memphis, TN 38107, student – Crosstown High School

10: Military Service: ***N/A***

a) Branch of service: _____

b) Service number: _____

c) Dates of active duty: _____

d) Rank/rate at separation: _____

e) Decorations, honors, or achievements: _____

(f) Was your discharge other than honorable? _____ If so, explain.

11. Have you ever pled guilty or been convicted or are you now on diversion for violation of any law, regulation or ordinance?

Yes – traffic violation.

Give date, court, charge and disposition.

1/23/19, Walker County, Alabama Courthouse, Speeding, Fine paid.

12. To your knowledge, are you now under federal, state or local investigation for possible violation of a criminal statute? If so, give details.

No

13. Have you ever been interviewed by any federal, state or local law enforcement agency for any reason other than minor traffic violation? If so, give details.

I was interviewed in a routine background check by the FBI in 1994 when a classmate of mine applied for a position with the Department of Justice.

14. If you have been disciplined or cited for breach of ethics or unprofessional conduct by a court, administrative agency, disciplinary committee, or other professional group, give details.

No

15. Has within the last five years, has a tax lien or other collection procedure been instituted against you by federal, state or local authorities or creditors

Yes

If so, give details.

Collection claim filed for medical bill – December, 2019. Resolution in progress.

16. Are you currently a party in any legal proceedings?

No

If so, give details including the date, court and docket number, and disposition. Provide a brief description of the case.

17. Are you now an officer or director of any business organization, or are you otherwise engaged in the management of any business enterprise?

No

a) If so, give details, including the name of the enterprise, the nature of the business, the title or other description of your position, the nature of your duties, and the terms of your service. _____

b) Do you consider continuation of such business involvement to be a conflict of interest?

18. If your income is not wholly derived from your present employment as noted in #1 above, specify in detail the other sources of your income and the approximate percentage of your total income each source represents.

For the 2018-2019 academic year, I am the Scholar in Residence for the National Civil Rights Museum. This is a one- year appointment. For this academic year, this appointment represents approximately 48% of my total income.

19. List all organizations to which you have belonged within the last ten years, including professional associations, civic, charitable, educational, social, fraternal, and other organizations. Give the titles and dates of any offices which you have held in such organizations.

***Southern Historical Association
American Historical Association
Association for the Study of African American Life and History
Oral History Association
Grahamwood Parents Leadership Council (2009)
Vollentine Evergreen Community Association
Board Member, Crosstown High School (2018 – Present)***

20. Have you within the past ten years belonged to any organization, association, club or society which limits its membership to those of any particular race, religion or gender? Do not include in your answer those organizations specifically formed for a religious purpose, such as churches or synagogues.

No

a) If so, list such organizations and describe the basis of the membership limitation.

b) If it is not your intention to resign from such organization(s) and withdraw from any participation in their activities should you be selected for the position for which you are applying, state your reasons.

EDUCATION

21. List each college, law school, and other graduate school which you have attended, including dates of attendance, degree awarded and major.

***Duke University
Ph.D., United States History, Certificate in African and African American
Studies, 1999-2003***

A.M., United States History, 1990-1993

Morehouse College

B.A., cum laude with Honors in History and English, 1985-1989

ACHIEVEMENTS

22. List honors, prizes, awards, or other forms of recognition that you have received since your graduation from college that are directly related to professional accomplishments.

*Clarence Day Award for Outstanding Teaching (Highest Teaching Award),
Rhodes College, 2018*

*R.W.D. Connor Award, Given by the Historical Society of North Carolina for
Outstanding Article in the North Carolina Historical Review, 2011*

*Rhodes College Student Government Outstanding Faculty Member Award,
April 2007*

*Black Student Association Spirit Award for Teaching and Mentoring Students,
Rhodes College April 2006*

NAACP Image Award, for Teaching and Advocacy, Duke University, 2002

Samuel DuBois Cook Society Student Service Award, 2002

Compton Unified School District First Year Teacher of the Year Award, 1990

23. List presentations you have made to groups and organizations within the past five years.

*“Understanding the Civil Rights Movement”, Kate Bond Elementary School, February
2019*

*“Unpacking Lessons From King for Memphis in 2019”, Clayborn Temple, January
2019*

*“Leaders Who Unite Us”, Minnesota Public Radio Interview, December 2018:
<https://www.mprnews.org/story/2018/11/30/miller-leaders-who-unite-us>*

*“An Imperfect Union: Pursuing the Constitution in an Age of Alienation”,
Constitution Day Lecture, Delta State University, September 2018*

Equal Justice University Speech Tennessee Alliance for Legal Services Murfreesboro, TN “Hope in Challenging Times: Rising Above Adversity”, August 2018

“The Central Lesson: Teaching the Movement in a Time of Universal Deceit”, Understanding and Teaching the Civil Rights Movement Symposium, Ohio State University, June 2018

“Rooted In Memphis”, Teach for America Education Symposium, June 2018

“MLK’s Final Message, Fifty Years After His Death”, NPR Interview, April 2018:
<https://www.wbur.org/onpoint/2018/04/04/martin-luther-king-assassination-50-years>

“Martin Luther King’s Legacy, Fifty Years Later”, The Takeaway, WNYC/NPR Radio, April 2018:
<https://www.wnycstudios.org/story/the-takeaway-2018-04-04>

“Where Do We Go From Here: The MLK50 Symposium,” University of Memphis, April 2018

“Creative Extremists: King’s Call to Action”, Black History Month Lecture, Lemoyne-Owen College, February 2018

“You Can’t Get Around the Work: Race, Rights and the Perpetual Pursuit of Educational Justice”, Keynote Speech, National Council on Black American Affairs, October 2017

“Squaring the Circle: Race, Rights and the Constitution in the Wake of Charlottesville” Constitution Day Lecture, Delta State University, September 2017

“Institution Building: The Age of Jim Crow”
“Continuity of Struggle: The Age of Jim Crow”
Two Invited Lectures, National Endowment for the Humanities Summer Institute for College and University Teachers, Jackson State University, June 2017

“Understanding and Teaching the Civil Rights Movement: An Exploration in Civil Rights Pedagogy”, American Historical Association Conference, January 2017

CNN Interview, “Donald Trump and John Lewis”, January 2017:
https://www.youtube.com/watch?v=d22_ZfLf0V8

Lectures in History, “African Americans and World War II”, American History TV, CSPAN-3, November 2016: <https://www.c-span.org/video/?417459-2/world-war-ii-civil-rights>

“Can You Hear Me Now? Affirmative Disruption and the Perpetual Pursuit of Black Humanity”, Invited Lecture, Ohio University – Athens, October 2016

24. List any public office you have held or for which you have been candidate or applicant. Include the date, the position, and whether the position was elective or appointive.

N/A

25. Describe any experience you have had with legislative or executive branches of government other than as an elected or appointed official.

N/A

26. Describe life experiences, personal involvements, or talents that you have that you feel will be of assistance to the Commission in evaluating and understanding your candidacy for this elected position. (150 words or less).

I'm a lifelong educator. My wife and I have had the privilege of guiding our two sons through the Shelby County School System. Working with students from all walks of life – whether in Upward Bound, the PROUD Program, or at Bunche Elementary where I first taught – has had a profound influence on how I view education. I've seen first hand the challenges so many of our children face. I know how crucial the task of educating our young people is. As someone who works with teachers to build history and civil rights curricula, I understand the daily challenges faced by teachers to provide the best possible education in what are often challenging circumstances. As a board member of a local charter school, I've done the work to help build vital partnerships between teachers, parents, students and external stakeholders in an effort to provide an excellent educational opportunity.

27. Read, and if you agree to the provisions, sign the following:

I have read the foregoing questions and have answered them in good faith and as completely as my records and recollections permit. I hereby agree to be considered for appointment to the office/position of Shelby County Board of Education, and if appointed by the Shelby County Board of Commissioners, agree to serve in that office/position.

In the event any material changes occur between the time this application is filed and the public hearing, I hereby agree to file an amended application with the Board of Commissioners for distribution to the commission members.

I understand that the information provided in this application shall be open to inspection upon filing with the office of the Shelby County Board of Commissioners and that the Commission may publicize the names of persons who apply for appointment and the names of those persons the Commission considers for the vacancy in question.

Lead Scholar, “The Civil Rights Movement”, Gilder Lehrman Institute of American History Teaching Seminar, Weeklong course, Rhodes College, Summer, 2016-2018

“Reconstruction’s Protean Post-Civil Rights Legacy”, Paper Presented at “Memories of a Massacre: Memphis in 1866, a Symposium Exploring Slavery, Emancipation, and Reconstruction.” May 2016

“Fighting to Breathe: Race, History the Perpetual Battle for Black Life”, Invited Lecture, University of Cincinnati – Blue Ash College, February, 2016

KCRW, Los Angeles Radio Station, “Black Lives Matter Disrupting Political Protests”, August, 2015:

<https://www.kcrw.com/news-culture/shows/press-play-with-madeleine-brand/watts-at-50-colorado-river-spill-and-walking-on-sunshine#seg-black-lives-matter-disrupting-political-protests>

Panelist, “Telling Histories: Storytelling and Civil Rights”, Art Symposium on Photo Collection “Road through Midnight”, Tennessee State Museum, February, 2015

Graduation Day Speech, Grahamwood Elementary, May 2015

“Chasing Dreams: African Americans and the Perpetual Pursuit of Voting Rights,” Invited Lecture, Birmingham Civil Rights Institute, April, 2015

“Talking in a Language Everyone Can Easily Understand: Insurgency, Invisibility, and the Perpetual Battle for Black Life,” Annual Alton Hornsby Lecture, Morehouse College, April, 2015

“The Struggle is Eternal: Race, Memory and the Continual Challenge of Black Humanity,” Invited Talk, Winning the Race Conference, Delta State University, March, 2015

Panelist, “Black Voting Power: Considering the 1965 Voting Rights Act,” Oberlin College, February, 2015

“Seeing the Unseen: Grappling with Race, History and the ‘fierce urgency of now,’” The Annual Kennedy Lecture, Ohio University – Chillicothe, February, 2015

“Evolving Philosophies in the Civil Rights Movement,” Invited Lecture, National Civil Rights Museum, July 2014

“Region, Race and Memory: Inheriting the Civil War”, Fort Pillow State Historic Park, April 2014


Signature

Charles McKinney
Printed name

2/14/18
Date

ADDENDUM TO SCHOOL BOARD MEMBER DISTRICT 2 APPLICATION

QUESTIONS FOR ALL APPLICANTS FOR SCHOOL BOARD DISTRICT 2

1. What is your vision for this role and the SCS board?

I envision this position as being an intentional, collaborative and focused advocate for high quality education for all of the children in Shelby County Schools. I also view this position as playing an indispensable role in the aligning of all the priority areas related to the endeavor of education: academics, business operations, and the pursuit of equity, right-sizing and the like. My vision for the Board is that, as it moves forward, it redoubles its commitment to creating a system that meets the educational, professional and personal needs of every student who enters our buildings.

2. What does equity look like in the SCS system? How would you work to ensure that the board governs with equity as a core value?

I believe that the pursuit of true equity will come to define the future of Shelby County Schools. I think that this pursuit will shape almost every decision the Board makes with regard to education. Facilities, academic plans, budget decisions, resources for students – these and myriad other areas will be affected by our collective commitment to pursue equity in the District. To me, equity looks like a high school student at Kirby High having the same number of opportunities to take AP classes as a student from Cordova High. This is currently not the case. We have to have the strength and determination to aggressively pursue the vision for equity that's been laid out by Dr. Ray in his 90-Day Entry Plan, and emphasized in Dr. Burt's Equity in Action analysis. In his final sermon before his death, Dr. Martin Luther King, Jr. said of the nation, "All we say to America is 'be true to what you said on paper.'" As an SCS School Board Member, I would make it my central concern to work with my fellow Board members to make certain that we diligently center equity in every major decision we make – even if it means taking unpopular positions. We have to be prepared to ask hard questions. Why has the number of highly segregated schools increased over the last fifty years? Currently, the first step in creating a "high quality school" in the District is to remove the students from the school to be converted; how does this square with our notion of equity? How can we possibly build high quality schools for all of our students when our current policy is to shuffle the neediest students away from the high quality schools we develop? The Board and the Superintendent have both signaled a dedication to this concept. I would consider it an honor to help them pursue this high standard.

3. Why would the people of District 2 be excited about your appointment? Why might some of your prospective constituents in District 2 be opposed to your appointment?

The people of District 2 might be excited about my appointment because many of them know me as an unrepentant advocate for the most underserved students and parents in the district. I've worked with Memphis Lift and other organizations over the years to help parents understand and navigate the SCS bureaucracy. I've conducted classes on the history of education in Memphis and count it as an honor to stand with parents and students who advocate on their behalf. Some of the prospective constituents may be opposed to my appointment because they don't have a full understanding of my commitment to education for all students.

4. How should the interim superintendent be evaluated? (including academic, operational, or financial metrics you would suggest using in that evaluation)

I believe the Interim Superintendent should be evaluated by his ability to "set the table" for the major work that will be undertaken in the years to come. He should be assessed on his ability to create the climate and context in which restructuring, academic revisioning and other major endeavors can take place. Since this position is Interim, I would suggest he be evaluated on tangible, achievable short-term goals, many of which can be taken from his very thoughtful 90 Day plan. For instance, the completion of a more comprehensive footprint proposal (step six), the creation of a viable plan for the alignment of resources (step five), and a thorough rendering of academic equity and action (step one) would be the solid basis for a workable evaluation for Dr. Ray. If these were adopted as short-term goals, then the necessary metrics (financial, operational, academic) could be produced from here.

5. In your opinion, how should the board approach the selection of a permanent superintendent and what are the 3 most important qualities, skills, or characteristics you will look for in the next superintendent?

I think the first, and most important step, will be cultivating the willingness to identify a leader with the capacity to think dynamically about education. Shelby County Schools is a sprawling district. It is simultaneously urban, rural, and suburban. We are a majority poor and working class district, and this has serious implications for our continued improvement. I believe that a dynamic thinker will possess the qualities necessary to: 1. Craft a workable academic plan that addresses the wide range of socio-economic realities and social emotional learning challenges in the District; 2. Be a tireless advocate for genuine equity, a concept that has implications from the way we think about family engagement all the way across to the decisions made by the Central

Office; 3. Create a bold and responsible fiscal plan that aligns with the vision of Shelby County Schools.

6. What is your opinion of the recently released SCS footprint analysis and plan? What role should SCS charter schools and the ASD play in the execution of the facility plan?

The footprint analysis is a sprawling, ambitious proposal. If implemented, it will affect 15,000 students; enable the District to redirect millions of dollars towards school programming and avoid over one hundred million in deferred maintenance costs. However, the footprint leaves out crucial educational partners in Shelby County – SCS Charters schools and ASD schools, all who educate Shelby County students. Therefore, without including all necessary stakeholders, the footprint, in its current form, is an incomplete document.

7. How can the board best manage the overall performance of the district?

I believe the Board can best manage the overall performance of the district by redoubling its efforts in the area of governance and accountability. In my view, it will be crucial for the Board to serve as an essential accountability partner with the Superintendent as the administration crafts and implements a vision for the future. In numerous documents, school officials have emphasized the importance of articulating clear objectives, crafting dynamic assessment/evaluation models, and executing the intended work. The Board has one employee – the Superintendent. Therefore, it has to be clear in its purpose – “to govern the business operations of Shelby County Schools.”

8. What types of interventions, strategies, or innovations do you support to improve struggling schools?

I support interventions that recognize the fact that many (if not most) of the barriers to our students receiving a quality education are not directly related to in school performance. Therefore, I think we have to vigorously engage in intervention strategies that may take us outside the school building. Dr. Burt’s Equity in Action plan refers to one of the strengths of the district being the fact that reserve funds are available to move the “levers for equity.” The district should engage in what I call an “intervention audit”, to assess what models the SCS currently uses to do this work, and to identify partners that are working alongside SCS. I would also recommend a pedagogy inventory. What are the schools with strong academic performance doing that can be replicated? What are the structures in place to support innovation? One of the biggest challenges the district faces, in my view, is the constant inefficiency of reinventing strategies and programs; this happens when there is no viable academic plan. It also seems like the district’s academic plans and goals get lost in the

administrative ether; they never seem to rise to executive-level concern in a way that ensures vigorous implementation. What strategies are we currently using that we know are working? We should start from there, and then move to create new strategies to improve schools.

9. What is your opinion of the statewide assessment TN Ready?

TN Ready is a high stakes test that attempts to assess children in an effort to ensure they are on a path to be career and college ready. Given its high stakes, I think the new Commissioner under the new governor has an opportunity to dig deeply to determine whether or not this instrument is the appropriate way to assess/evaluate our children's career and college readiness.

February 12, 2019

SHELBY COUNTY BOARD OF COMMISSIONERS

Shelby County Board of Commissioners
ATTN: Commissioner Mark Billingsley,
General Government Committee Chairman
160 N. Main Street, Suite 600
Memphis, TN 38103

Commissioner Billingsley,

Please find my application for the Shelby County School Board enclosed.

Thank you for your consideration.

Sincerely,



Charles McKinney

